

Curriculum Map Guidelines

http://www.azed.gov/azccrs/files/2013/11/azccrs-curriculum-map-guidelines_112013.docx District:

Subject/Course:

Grade Level:

Overall Rating:

Dimension I: ALIGNMENT TO STANDARDS AND SHIFTS		
<p>Does the map support the integrity of the core content shifts including the integration of content literacy and technology?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does this curriculum map include all standards/performance objectives for the grade level multiple times as needed for mastery as indicated by the standard? <input type="checkbox"/> Are the standards unwrapped and broken into knowledge and learning targets? <input type="checkbox"/> Are big ideas or overarching concepts present? <input type="checkbox"/> Are the essential questions aligned to the standards listed? <ul style="list-style-type: none"> ○ Example: Big ideas and essential questions are directly related to and clearly support the standards. <p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA text complexity levels and opportunities for citing from textual evidence are sufficient. <input type="checkbox"/> Mathematical practices are connected to content. <input type="checkbox"/> Science inquiry skills are connected to content in life, physical, and earth/space science. <input type="checkbox"/> Social Studies history research skills and geography skills are connected to content in history. <input type="checkbox"/> Social Studies maps (K-8) show integration of performance objectives across strands. 	<p>NO →</p>	<p>List deficiencies for this map if</p> <ul style="list-style-type: none"> • The map does not include all the standards/performance objectives at that grade level (K-8) or HS course. Examples: <ul style="list-style-type: none"> ○ ELA contains no information on text complexity and/or textual evidence. ○ High school mathematics maps do not show all the appropriate objectives for a full course sequence. ○ High school science maps do not include all appropriate objectives from the content strand and strands 1-3 for the course. ○ High school social studies maps do not include all appropriate objectives from Strands 1-5 for the course. • It contains only generic or vague statements of resources, assessments and/or knowledge and learning targets. • Big ideas or overarching concepts are not evident or are undeveloped. • Essential questions are simplistic or irrelevant. • The map is aligned to theme or concept, not specific knowledge within the standards/performance objectives.
<p>YES - this map is aligned to the grade level standards/performance objectives or subject area course.</p>		<p>List deficiencies or concerns:</p>

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Dimension II: DEGREE OF DETAIL		
<p>Does this map contain sufficient degree of detail?</p> <p><input type="checkbox"/> Are standards/performance objectives included on the map multiple times as needed for mastery as indicated by the standards?</p> <p><input type="checkbox"/> Is there evidence of integration within and across content areas?</p> <p>Examples:</p> <ul style="list-style-type: none"> ○ ELA simultaneously incorporates various strands (R, W, S&L, L) and/or integrating language functions in other content areas. ○ Geometry can be connected to proportional reasoning (for instance doubling the dimension of a rectangle does not double the area). <p><input type="checkbox"/> Is the map a full year/course map?</p> <p><input type="checkbox"/> Does the map include specific time frames (quarter, month, or weeks)?</p> <p><input type="checkbox"/> Is the timeline appropriate to prepare students for mastery of culminating standards by end of grade level/course, as indicated by evidence of sequentially ordered foundational skills?</p> <p><input type="checkbox"/> Do suggested resources (if included in the map) include page numbers, titles, ISBN numbers, editions, URLs or names so that teachers can easily locate and link the resource to the map?</p>	NO →	<p>List deficiencies for this map if</p> <ul style="list-style-type: none"> • The map does not include all the standards/performance objectives at that grade level (K-8) or HS course at least once. • No evidence of integration within or across content areas. • Missing one of the following timeframes (year, month, week or days). • The timeframe is unrealistic or does not include adequate preparation time for students taking the state assessments. • The map is missing any of the following: <ul style="list-style-type: none"> – page numbers, titles, ISBN numbers editions, URLs.
<p>YES – this map includes sufficient detail.</p> <p>↓</p>		<p>List deficiencies or concerns:</p>

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Dimension III: TARGETED AND VARIED ASSESSMENTS		
<p>Does this map include evidence of targeted and varied assessments?</p> <p><input type="checkbox"/> Are learning targets assessed on multiple occasions?</p> <p><input type="checkbox"/> Are there multiple and varied types of assessments referenced to check for student learning? (e.g. diagnostic, formative and summative assessments through demonstrations, classroom participation, presentations, projects, debates)</p>	<p>No →</p>	<p>List deficiencies for this map if</p> <ul style="list-style-type: none"> • The map is missing learning targets • Assessments are not evident. • Assessments are not varied. • It includes only summative or end of unit assessments. • It contains only generic or vague lists of assessments.
<p>YES - this map contains targeted and varied assessments. ↓</p>		<p>List deficiencies or concerns:</p>
Summary		
<p><input type="checkbox"/> Exemplar: Aligned and meets all of the criteria in dimensions I, II, and III.</p> <p><input type="checkbox"/> Exemplar <i>if</i> Improved: Aligned and needs improvement in one dimension.</p> <p><input type="checkbox"/> Needs Revision: Need significant revision in one or more dimensions.</p>		<p>Provide any additional information regarding the Curriculum Map here:</p>